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FIG. 2(a) - Usage Icon Codes and Their Associated Standard Comments (Spelling Error.) (Sentence Fragment.) 2. Awkward Phrasing. Rewrite for Clarity.) 3. (W Too Wordy. Simplify this Sentence.) (Vary your sentence structure in this passage.) (E Express parallel ideas in the same grammatical form.) (Redundant Word Usage.) Pronouns must agree in number with their antecedent.) 9. (B Your writing is uninteresting. Provide Zest.) 10. (Problems with verb tense.) 11. (Avoid passive voice.) 12. (2 Rephrase Your Sentence to Clarify Your Idea.) 13. (The Stringy Sentence: Simplify it by breaking your idea into two or three sentences.) 14. (Misplaced modifier: put modifiers as close as possible to the words they modify.) 15. D Word Choice is Inappropriate; Use More Precise Language.) 16. Pronoun Reference Needs Clarification.) 17. (Great Sentence!) 18. (Avoid Jargon.) 19. \Z6

FIG. 2(b) - Punctuation Icon Codes and Their Associated Standard Comments

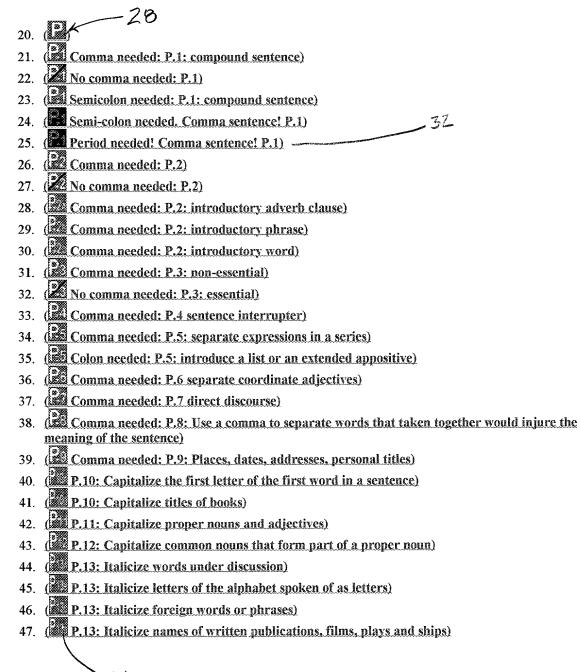


FIG. 2(c) - Content Icon Codes and Their Associated Standard Comments

_28
48.
49. (Strong Thesis!)
50. Thesis is inadequate; re-think and sharpen your main idea)
51. Detail is insufficient; provide more complete evidence)
52. (Redundant, You've already made this point, Move on) 32
53. Point is exaggerated: qualify or tone down your argument)
54. (Facts are garbled; get them straight)
55. (Interpretation is suspect; change it or find better support)
56. (Issue is oversimplified; deepen your analysis)
57. (Argument is non-topical; focus on the question)
58. (This passage is disproportionate: economize or expand)
59. (Sequence is flawed; re-organize your ideas)
60. (Excellent quote choice!)
61. (You need a good quote to support the point you are making)
62. (Cite author and page number)
63. (Lite the line number of the poem)
64. (Cite the act, scene, and line number from the play)
65. Great Thinking!)

FIG. 2(d) - Form Icon Codes and Their Associated Standard Comments

-28 66. 67. (New paragraph needed) 68. (Strong topic sentence!) 69. (Topic sentence is weak. Align it with both thesis and paragraph) 32 70. (Good transitional sentence!) 71. (Coherence is lacking. Provide a better transitional sentence here) 72. (Good concluding sentence!) 73. (You need a better concluding sentence here) 74. (Unoriginal wording: use quotation marks or your own language) 75. (Bravo! Superb writing!) 76. (A good introductory paragraph!) 77. (Weak introductory paragraph) 78. (A good body paragraph!) 79. (Weak body paragraph) 80. (A good concluding paragraph!) 81. (Weak concluding paragraph) 82. (St Apostrophe Problems)

FIG. 3

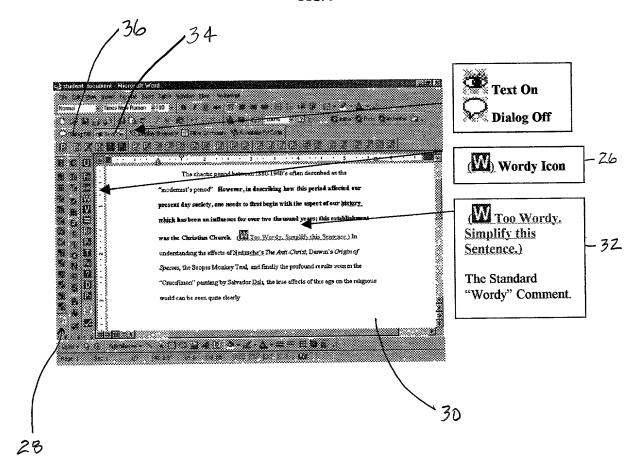


FIG. 4(a)

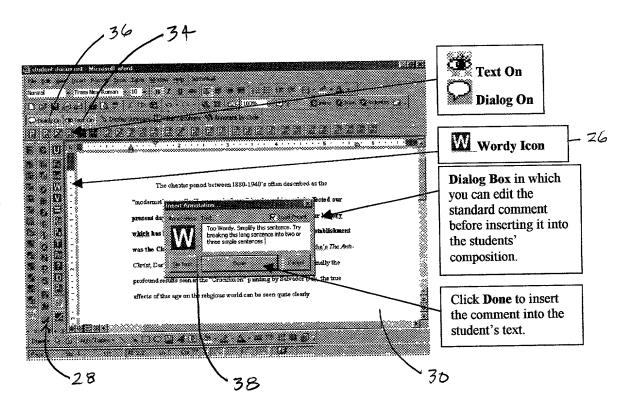
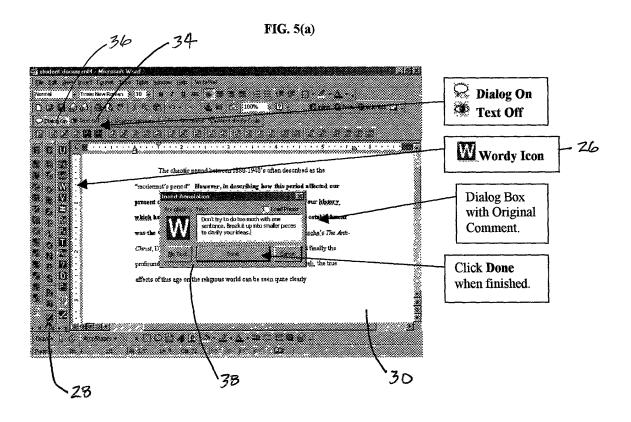
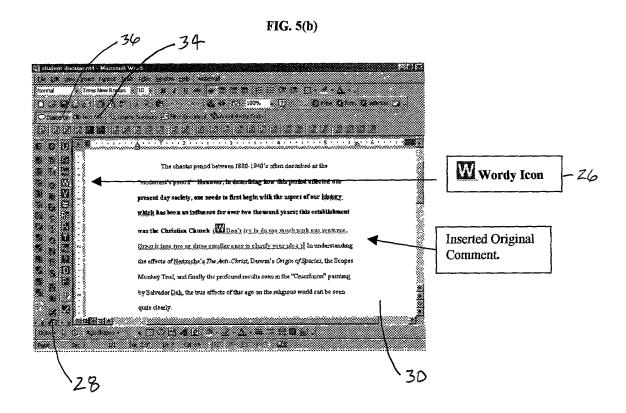


FIG. 4(b) 36 2 = 3 = 100% (2 See §) 1988 名第日 100% 26 The chaotic period between 1880-1940's often described as the The Edited Comment inserted into the student's composition. ig this long sentence time own or direc simplex sentences.) In ing the effects of Neutzscha's The Anti-Christ, Dawn's Ongin of Species, the Scopes Mankey Trial, and finally the profound results seen in the 28





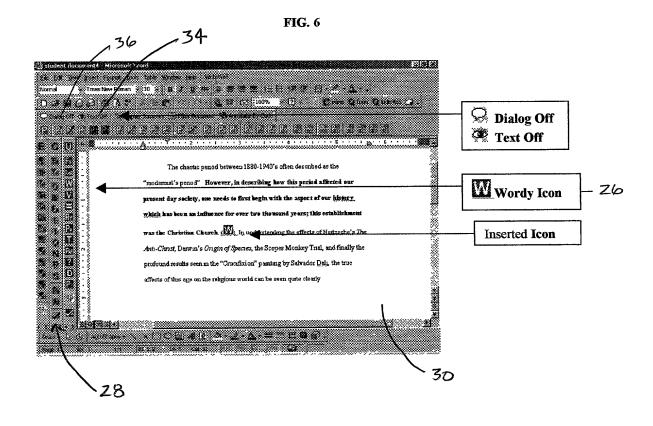
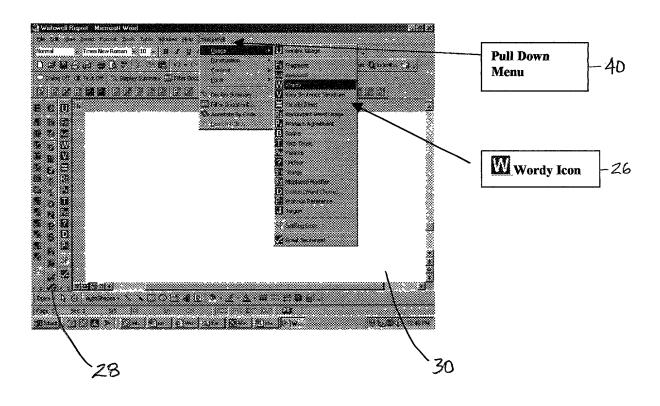


FIG. 7



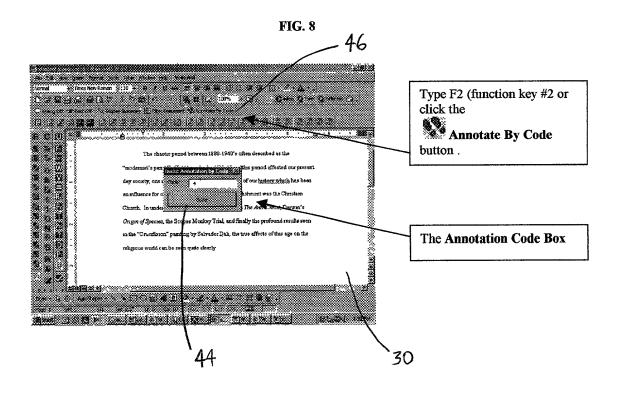
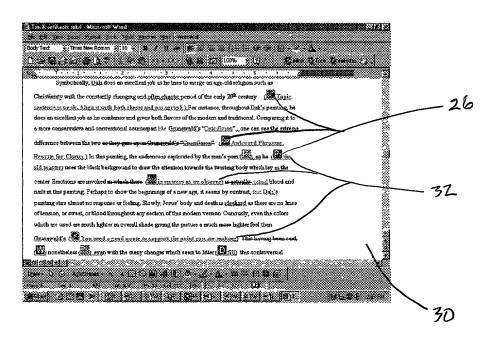


FIG. 9 (a)



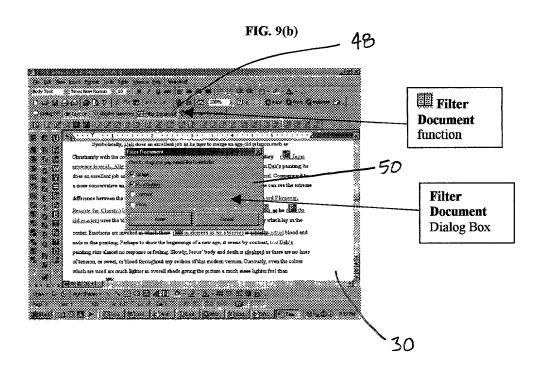
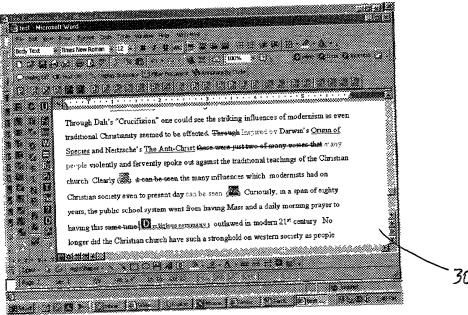


FIG. 9(c)



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FIG. 10(a)

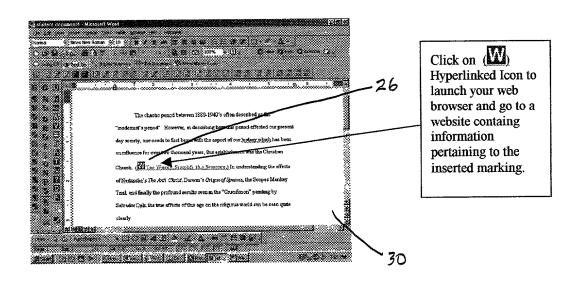
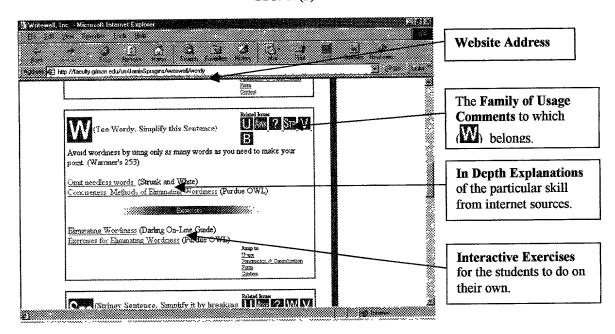
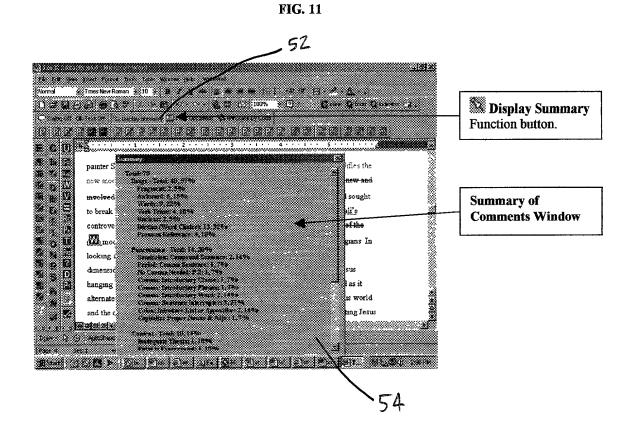
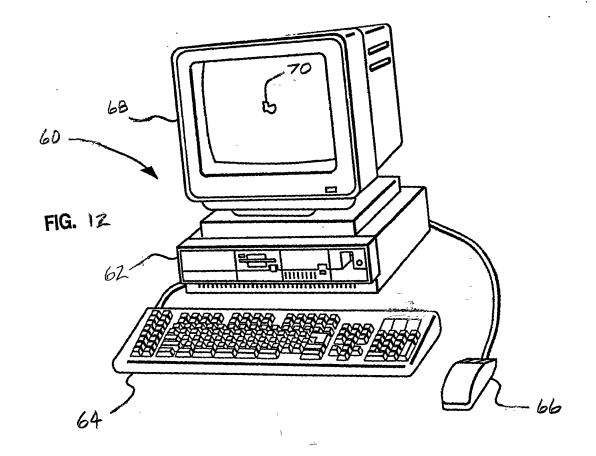
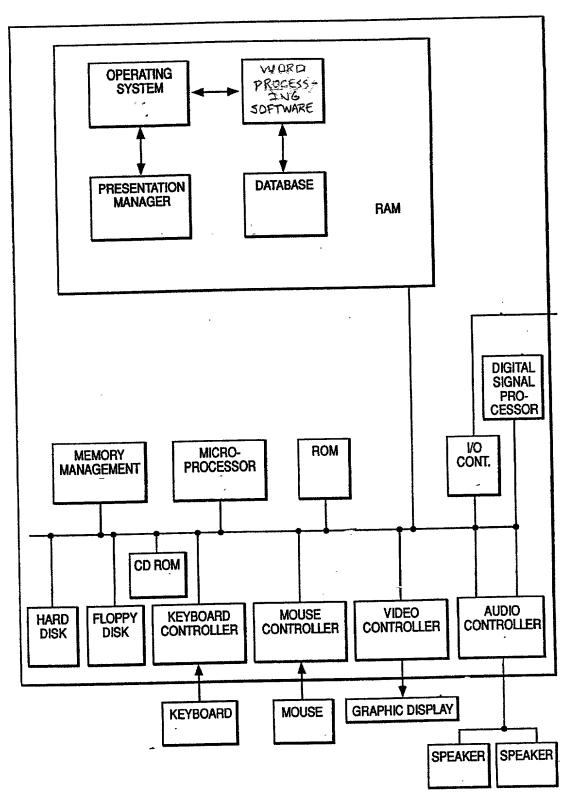


FIG. 10(b)









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FIG. 13